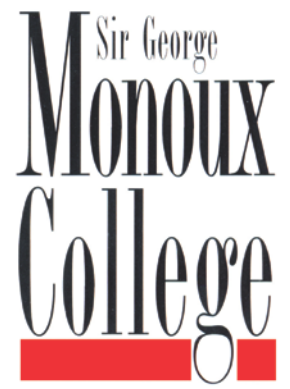


# Strategic Plan 2009 – 2012



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## **Principal's Statement**

The College's core purpose is to create confident, motivated and aspirant learners.

The College's direction is clear – to create an outstanding learning environment that enables us:

- To ensure that the learning experience of each of our students is of the highest quality, enabling them to achieve and progress to their full potential and beyond (*our mission*).

To make this happen we must:

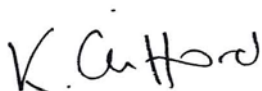
- Create a reality out of our mission and vision statements
- Put teaching and learning at the heart of everything that we do
- Translate our 'Core Values' into student and staff behaviours
- Celebrate our success and achievements

What will Sir George Monoux College look like in 2012?

Our priorities:

- To be a good sixth form college supporting outstanding student success at all levels in both academic and vocational courses.
- To offer an outstanding and inclusive learner journey with excellent:
  - curriculum offer in terms of diversity, choice and breadth of provision
  - entitlement and study support
  - pastoral and progression guidance for all
- To be part of a strong 14-19 Partnership Strategic forum
- To have a teaching and learning environment fit for the 21<sup>st</sup> Century
- To be a great and supportive place for staff to work in
- To have good governance with sound financial performance

We are confident that by working together with staff, students, parents and other stakeholders, we will be able to achieve these priorities by 2012.

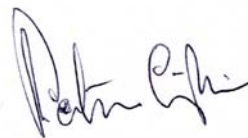


**Kim Clifford**  
**Principal**

## **Chair's Statement**

The Corporation is delighted with the progress the College has made over the period of the 2006-09 strategic plan. Our students are now leaving with better qualifications and more of them progress to university. We have established a much clearer sense of identity and purpose throughout the institution as well as a more widely shared appreciation of its strengths and of the areas in which we need to improve. During the last three years new partnerships have been forged which have benefited our students directly, providing them with opportunities to experience the world of work and to contribute to the local community.

The task for the coming three years is to develop and extend the range of the work that has already started. Everything we do must begin and end with the needs and aspirations of our students. I am confident that the priorities identified in this plan will enable Sir George Monoux College to fulfil its mission to provide them with the highest quality learning experience that enables them to achieve and progress to their full potential and beyond.



**Peter Leighton**  
**Chair of the Corporation**

## **Mission**

“To ensure that the learning experience of each of our students is of the highest quality, enabling them to achieve and progress to their full potential and beyond”

## **Vision**

“A College community where students are happy, motivated, industrious and challenged by professional staff to reach for success in all that they do; a college that works closely with its school, college and HE partners to raise participation, achievement and progression rates across Waltham Forest and beyond”

## **Our Approach and Core Values:**

We are committed to being a dynamic, innovative, multicultural sixth form college, which places the interests of the learners at the centre of its activity. At all times we will endeavour to promote the values of:

- building and sustaining a learning community
- acknowledging and valuing individual contributions
- respecting and valuing differences and diversity
- recognising and maximising the potential of all
- taking personal responsibility within a framework of shared accountability
- respecting the environment

## **Key Aims**

Sir George Monoux College has a small number of key aims that are shared by Governors, College staff, students and parents.

Each aim is linked to a target and some performance indicators which the College can monitor to ensure that it is making progress.

Key performance indicators, which underpin the whole plan, will be identified and regularly monitored by the Corporation, SMT and management forums. These aims, shared with our partners in the Waltham Forest and neighbouring areas, will underpin all of our delivery practices for the next three years and will be reinforced via our annual Self Assessment and Quality Improvement Planning documentation.

## **1 Students**

### **Aim 1.1**

To ensure the continued development of learning programmes, pastoral and learning support and enrichment opportunities which promote high expectations and which lead students to achieve their full potential and beyond.

### **Targets**

- a) To continue to focus on core full time general vocational and academic education, primarily at level 2 and level 3, for 16-19 year old full time students.
- b) To introduce a limited 14-16 curriculum offer and possibly some apprenticeship provision.
- c) To promote more personalised learning pathways within a changing and more diverse curriculum portfolio at level 3.
- d) To develop and find additional funding for alternative level 3 provision.
- e) To continue to improve student access to effective support, advice and guidance within a strong tutorial and pastoral system.
- f) Provide opportunities to identify and support gifted and talented students and enable appropriate transition.
- g) To provide increased dynamic enrichment opportunities linked to the every citizen matters themes, sporting, healthy college standard and celebrating diversity strands.
- h) To continue to develop innovative student centred teaching and learning strategies and where appropriate, to provide additional learning support to enable students with learning difficulties and disabilities to fully access the curriculum.
- i) To maintain strategic collegiate partnerships with other local post 16 providers, schools, employers and Higher Education institutions to facilitate a more coherent and meaningful 14-19 phase of education, training and transition processes.
- j) Continue to work with the Local Authority and other partners to collaboratively develop and deliver the new Diplomas and other post 16 curriculum innovations.
- k) To sustain recruitment levels of 16-19 year old students at an appropriate level that will ensure the viability of the college.
- l) To continue to improve students' sense of well being, security and safety.
- m) To increase the uptake of high quality resources to encourage and support students' independent learning.

## **Indicators**

- a/b/c) Curriculum offer.
- d) Fully funded vocational / academic / short course alternative provision.
- e) Continued investment in the tutorial and pastoral systems in terms of creating a discrete Student Services building, increased resources and staffing.
- f) Create a specific role within the Tutorial team with specific responsibilities for HE, widening participation and Gifted & Talented work.
- g) Annual schedule of dynamic enrichment activities is produced and delivered.
- h) An increase in the number of lessons graded outstanding from 20% in 2009 to 25% by 2012. Increase lessons graded good or better from 84% in 2009 to a level equivalent to the latest OFSTED benchmarks in 2012 and to maintain at that level thereafter. Retain the number of current Advanced Practitioners for a further year in 2009/10. Satisfaction reflected in student and staff questionnaire and focus group analysis.
- i) Formal Collegiate Board membership, meeting, schedules and minutes. Continue partnership working with schools, universities, employers and the Career Academy.
- j) Take the lead on the Business Diploma and to deliver other Diplomas within the local collaborative framework.
- k) Student enrolment numbers on each census date, year on year.
- l) Continue to work with Reed and Campus Officers to further refine service provision.
- m)
- LRC usage statistics
  - Study Plus usage statistics
  - Student questionnaire data

## **Aim 1.2**

To improve levels of student aspiration and success at Sir George Monoux College, by promoting an ethos of high staff and student expectation.

### **Targets**

- a) To raise the College wide success rate by minimum of 1% per year to 85% in 2011/12.
- b) To raise AS pass rates from 77% in 2008 to equal, or surpass, national benchmarks by 2010 and maintain thereafter.
- c) To raise AS success rates from 70% in 2008 to 72% in 2010 and 74% in 2012.
- d) To show considerable year on year improvement for level 2 achievement and success rates.
- e) To raise A2 pass rates from 97% in 2008 to equal or exceed national average in 2010 and maintain thereafter and AB high grades from 37% in 2008 to equal the widening participation 6<sup>th</sup> Form College benchmark by 2010.
- f) To raise the College's value added score on the Learner Achievement Tracker (LAT) to a significantly positive position for the College overall.
- g) To develop a College ethos of high staff and student expectation.
- h) Prioritise individual literacy needs as a key area for development related to achievement through:
  - analysis of need
  - individual programmes or interventions to meet the need.

### **Indicators**

- a-g) Improved learner success rates.  
Achievement and value added data analysis.  
Target setting procedures used effectively at student and department level to raise achievement and success rates.  
Student satisfaction surveys.  
Celebration of student and staff achievements.
- h)
  - Initial assessment for all students followed by diagnostic for all who require literacy support
  - Focussed literacy support within vocational classes through a literacy hour
  - Integration of literacy within AS delivery supported by a literacy team
  - Provision of literacy classes for targeted AS students
  - Attendance at literacy classes

**Aim 1.3**

To increase the role of the Student Voice in determining College policy and practice and the evaluation of all provision.

**Targets**

- a) To ensure that learners' views are better reflected in the development of policies and quality improvements, and will contribute to more innovative, responsive provision.
- b) To have a strong, independent and elected Student Council operating within the College and supported by adequate resources
- c) To work with the Student Council to review the roles and responsibilities of all student representatives to encourage greater student involvement in consultation activities.
- d) To ensure that staff and managers have the skills, support and confidence they need to involve learners in their own education and pastoral support.
- e) To help learners develop the skills and confidence which they need to get involved in greater consultation at all levels in the College.
- f) To work with the Student Council to develop a Student Achievement & Learning Executive who will standardise feedback mechanisms relating to the learning process and will formally feedback student views at curriculum level

**Indicators**

- a) Involve learners at all stages of policy formulation and implementation as set down in the Learner Involvement policy and action plan.
- b) Student Council in place every year and adequately supported by staff & budgets.
- c) Student Involvement action plan and monitoring of actions contained in this.
- d) Annual staff Inset programmes.
- e) Student enrichment programmes, training and support. UK Youth Parliament membership and training for this.
- f) S.A.L.T. Group up and running for September 2009. Changes to provision and working practices brought about because of student voice feedback.

## **2 Staffing & Resources**

### **Aim 2.1**

To safeguard and develop, the sustainable staffing, equipment and resourcing assets, to enable the College to fulfil its mission and vision statements whilst remaining in financial health category 1 or 2.

### **Targets**

- a) To invest 1% of the salaries budget, approximately £100,000 on staff development activity every year, in order to ensure well-trained, motivated and effective staff.
- b) To maintain the investment in curriculum management at 5% of College income.
- c) To continue to improve facilities and resources available for innovative curriculum delivery, including updating buildings and IT resources as far as financial constraints allow.
- d) To maintain the College in financial health category 1 and 2.
- e) To keep staffing costs below 70% of income.
- f) To create and sustain buildings and facilities and develop practices, which demonstrate our responsibility for the environment and sustainability.
- g) To ensure that staff understand and use course viability modelling, along with strict budget control.
- h) To implement and use a new MIS that provides easy to use necessary information for managers, teachers, tutors, staff and students.
- i) To develop a new ILT strategy (with reviews each year) to improve the classroom experience for students.
- j) To ensure that the College remains a safe, clean and welcoming place to study, work and visit.
- k) To ensure that every member of staff has an annual professional performance review, and if a manager, a 360° feedback assessment, in which targets are reviewed and staff development needs are specified.
- l) To improve strategies and opportunities for staff consultation, communication and the use of the student voice to inform improvements in all aspects of college life.
- m) To set up a £10,000 Innovation Fund to reward staff initiatives when improvements teaching or learning strategies can be demonstrated.

**Indicators**

- a) The annual 1% of salaries budget to be spent on staff development.
- b) College budgets
- c) Summer works and annual maintenance schedules. Reports to SMT from Building Services Manager and Information Services Manager.
- d) LSC Financial category 1 and 2
- e) College budget, management accounts and annual accounts.
- f) Demonstrable green policies and practices
- g) Training programme and use in meetings across the College.
- h) Implementation signed off; MIS training and staff and student surveys of effectiveness.
- i) New ILT strategy and feedback from students.
- j) Investment in security, cleaning, catering and College maintenance; Student/staff/stakeholder/visitor feedback; health and Safety data analysis and low number of complaints/accident book entries.
- k) Staff appraisal and 360° feedback documentation.
- l) College Talking College/Staff bulletin/Suggestion boxes/Staff focus groups.
- m) Innovation Fund – set up and awarded on an annual basis with reports detailing impact on teaching and learning.

### **3 Curriculum Development**

#### **Aim 3.1**

To offer a high quality, well resourced curriculum offer, that is responsive, inclusive and meets the needs of the 'Demand Led' learner, the local community and the changing 14-19 and economic landscapes.

#### **Targets**

- a) To develop partnerships with local stakeholders in order to develop a fully integrated new 14-19 curriculum offer with progression opportunities for our students and to gain best value from shared resources.
- b) Provide an excellent learner experience irrespective of background and improve accessibility, curriculum availability and teaching approaches that remove equality and diversity barriers.
- c) To offer a variety of modes of learning, optimising student recruitment, involvement and success by adapting delivery to the needs and abilities of existing and potential students.
- d) To improve level 3 results to and beyond national benchmarks by 2011.
- e) To develop a curriculum niche for the College which might fill any of the post 16 gaps identified by the Collegiate Board post 16 curriculum audit to be carried out in October 2009. Areas of particular interest would currently include conservation science subjects and sports / sports science subjects.
- f) Develop a fully integrated programme of alternative accredited short courses which commence at various times of the academic year to reduce 'drop out' and give alternatives to 'at risk' students.
- g) Increase the number and roles of employers involved with the curriculum to improve employability skills for students and create responsiveness to the local/regional business community.

#### **Indicators**

- a) A diverse and comprehensive 14-19 curriculum offer delivered with a wide variety of partners.  
The achievement of all recruitment targets even in a more competitive market place.
- b) Success data analysis by race, gender, disability and type of programme.  
Equality and diversity impact measures undertaken and monitored.  
More consistent achievement data recorded.
- c) Examples of personalisation, differentiation, ILT being shared via good practice and in classroom observation reports.  
Staff development programmes.
- d) Exam results benchmarked against national averages and a strengthened level 3 provision at AS and A2.

- e) A broad curriculum offer in Sports and Leisure at all levels with healthy recruitment and a growing regional reputation.
- f) An alternative accredited enrichment programme available for flexible starts in November/January.
- g) An active Employers Advisory Group and a multi-faceted employer engagement strategy linked to several curriculum areas.  
Continued involvement in the Career Academy but linked to several vocational/curriculum sectors by 2011.

## **4 Working with the Local Community**

### **Aim 4.1**

To work strategically and collaboratively within a 14-19 framework in Waltham Forest to improve post 16 participation and to jointly plan provision that meets the needs of the local and regional communities and stakeholders.

### **Targets**

- a) To provide area leadership for education and skills via consultation and by acting as a key local/regional strategic player.
- b) To offer a wide ranging, innovative and up to date curriculum offer, predominantly at level 2 and 3, that meets the needs of young people within the community.
- c) To provide support for prospective students in understanding and choosing an appropriate post 16 curriculum and help them to overcome any barriers to learning and thus help them to achieve their educational goals.
- d) To actively encourage student, parent, employer feedback to develop greater responsiveness to community need and future requirements.
- e) To be involved in the development of and/or the delivery of at least five Diploma lines by 2012 and any regional Olympic strategy.
- f) To develop a workforce development strategy in the context of national policies and priorities, understanding and responding to the needs of the local community and business market sectors.

### **Indicators**

- a)
  - Membership of Collegiate Board, 14-19 strategic and operational forums and working groups, the Partnership Boards and national professional organisations (AOL/SFCF, etc.). Minutes of meetings.
- b)
  - Curriculum offer.
  - Student feedback.
  - Market analysis and evaluation.
  - Student recruitment and progression figures.
- c)
  - Number and quality of Taster Day provision.
  - Careers advice and guidance programmes and evaluate data analysis.
  - UCAS application procedure and data analysis.
  - Tutorial programme and student feedback.
  - Internal and external progression data.
- d)
  - Parents newsletter sent out on a termly basis.
  - Parent and Student Governors.
  - Student Involvement Strategy – established and working by 2009/10.
  - Stakeholder feedback surveys and data analysis.
- e)
  - 5 Diploma lines included in curriculum offer by 2012.
  - Membership of the 5 Borough Olympics Partnership

- f)
- Diversity of workforce and management teams which reflect the diversity of the local community.
  - Success Planning Strategies are embedded and impact of them is statistically monitored.
  - Continued membership and working with the Network for Black Managers.
  - Engagement with the business community to put future training needs into strategic curriculum planning.

## **5 Quality**

### **Aim 5.1**

To provide high quality teaching and learning which helps to raise achievement across all curriculum areas, for students at all ability levels, through quality and performance management.

### **Targets**

- a) To manage our performance so that our success rates across all departments exceed national benchmarks and to achieve a steady increase of 1% per year on our overall College success rates.
- b) To improve full level 3 long course success rates from 80% in 2008 to 82% in 2010.
- c) To raise the status of teaching and the importance of evaluating the learning process to improve student achievement levels.
- d) To achieve a grade 2 Capacity to Improve in the 2009/10 OFSTED inspection.
- e) To improve leadership and management at all levels in the College via training, support and regular review.
- f) To significantly invest in, and improve, the quality of MIS data and management information reporting and encourage more efficient staff usage of the data.
- g) To adopt innovation as a key element of change in the College culture, and to reward and recognise those who innovate.
- h) To audit and evaluate our bureaucracy and processes to ensure that they remain lean but fit for purpose within new or emerging quality frameworks.

### **Indicators**

- a)
  - Annual success rate data and benchmarked statistics.
- b)
  - Full long course level 3 data/statistics.
- c)
  - Learning and teaching observation grades and the whole College report.
  - Staff development annual calendar and evaluation report.
  - Course reviews, SARs/Quality Improvement Plans.
  - Student/staff feedback reports.
- d)
  - Grade 2 for Capacity to Improve in 2009/10 OFSTED inspection.
- e)
  - Appraisal documentation.
  - 360° feedback introduced and working by 2009/10.
  - Network for Black Manager training courses.
  - LSIS staff development.
  - Middle Management Leadership courses introduced by 2010.
- f)
  - A new MIS system installed and fully functional in 2009.
  - Management reports - effective and timely IT training for all staff to access and manipulate data.
- g)
  - Innovation Fund embedded and fully utilised. Impact report compiled annually.

## **6 Equality and Diversity**

### **Aim 6.1**

To ensure that equality and diversity are at the heart of everything we do and an ethos of equality and inclusivity is embedded in all our policies and practices.

- To create a learning environment to enable our students to achieve whatever their ability or background.
- To ensure that all our staff and students share the vision of a college where everyone feels included, valued and respected and where diversity is celebrated.
- To establish an effective framework that promotes the sharing of best practice in equality and diversity.

### **Targets**

- a) To recognise student and staff entitlement to equality of opportunity and freedom from discrimination, to equal access to services and resources, and to any advice and support which they might need.
- b) To create an organisational culture within which:
  - individual staff feel involved and valued
  - employees are encouraged, trained and developed
  - ability and excellence are rewarded
  - diversity is celebrated and respected.
- c) To plan, monitor, evaluate and improve our work so as to ensure that the needs of our diverse community are met and increase participation levels wherever possible.
- d) To have a fully functioning Equality and Diversity Committee in the College which make recommendations, monitors and evaluates impact of strategies invoked.
- e) To have a continuous process of equality and diversity impact measurement and review.
- f) To develop cohesion and diversity awareness in the College, and the understanding, adopting and celebrating of differences.
- g) To actively support and encourage succession planning for under-represented ethnic or gender groups in particular, involving the setting up of a succession planning working group to identify and support staff who might want to go for internal and/or externally promoted posts.
- h) To identify, monitor and raise the achievement of under-achieving student groups via careful data analysis and targeted teaching and learning strategies.
- i) To ensure that the 'ethnicity' profile of the staff and the management structure adequately reflects the diversity and ethnicity of the community which the College serves.
- j) To create an equality and diversity strategy that identifies how we will achieve our aims.

**Indicators**

- a)
  - A whole range of cross college policies and procedures.
  - Staff training to ensure ownership of policies and procedures.
  - Induction training.
  - Staff handbook.
- b) Staff surveys and focus groups, celebrations of staff achievements, reduced staff turnover and sickness figures year on year.
- c)
  - Data analysis and evaluation.
  - Impact assessments.
  - Student/staff feedback.
  - Student recruitment, retention and achievement levels.
- d)
  - An effective Equality and Diversity Committee, agendas, minutes and agreed actions.
- e)
  - Continuous cycle of impact assessments – 20 completed by 2010.
- f)
  - Staff development programmes.
  - Celebration events for staff and students.
  - Every Citizen Matters programme of activities.
  - Healthy College Award gained by the College in 2009.
- g)
  - Succession planning working group up and running, staff identified and promotion opportunities monitored.
  - Network for Black Managers membership and partnership working.
  - Percentage of management jobs held by minority staff to rise by 10% by 2012.
- h)
  - Data analysis.
  - Success rates benchmarked nationally.
  - Student progression data.
- i) Staffing profile figures monitored by gender, ethnicity, disability and management level on an annual basis.
- j) Equality and Diversity Strategy.

## **7 Employer engagement, enterprise and employability skills**

### **Aim 7.1**

To develop strategic links with employers to promote employability for all students, whatever their curriculum choice. This will include:

- Working with employers and university partners to develop accredited employability and enterprise skills for all students.
- Ensuring that developing employability and enterprise skills are a focus in the tutorial and enrichment programme.
- Embedding employer links into curriculum delivery for BTEC students.
- Continuing to develop the Career Academy model and find ways in which 14-16 partners can benefit from it.
- Finding ways of valuing part time work that our students do, including promoting the Middlesex University Certificate based on employment.
- Committing to partnership working on the emerging Olympic focus for the London Borough of Waltham Forest.

### **Targets**

- a) To increase employer involvement in the lives of all students in the College.
- b) Translate activities of the Employer's Advisory Board into increased involvement with students.
- c) To develop certificates of employability validated by employers in the mode of the Middlesex Certificates.
- d) To continue to work on the specialist diplomas, Olympic development and appropriate employer engagement and enterprise skill development.
- e) To revise tutorial scheme of work to include focus on part time work and employability skills to reflect the focus of Every Citizen Matters on success, happiness and economic well being.

### **Indicators**

- a) Increased commitment of all departments for the employability agenda (departmental minutes).
- b) Students gaining employability certification (tutorial meeting minutes).
- c) To see increased presence of employers in College and more students visiting work places (Employer's advisory board minutes, etc.).
- d) Progress on Diplomas and membership of 5 Borough Olympics Partnership.
- e) Revised tutorial programme.

## **Key Performance Indicators**

Progress towards achieving the aims of this Strategic Plan will be monitored at Corporation, SMT, College Management teams, Department and course levels by the following eleven key performance indicators:

- Learner success rates
- Enrolment numbers by qualification aim
- Achievement rates
- Learner perception surveys
- Staff perception surveys
- Equality and Diversity data
- Student Involvement Strategies / student voice feedback
- MIS management and benchmarking reports
- SARs/Quality Improvement Plans/Service Level Agreements
- Risk assessment, risk register and health and safety data
- Framework for Excellence performance indicators